

Career Ladder/Teacher Certification

Proposed Administrative Rule

Task Force Members

January – August 2013

Richard Westerberg, Task Force Chair

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Idaho Parent Teacher Association

Office of the Governor University of Idaho

Idaho Digital Learning Academy(IDLA)

Idaho Assoc. of School Administrators(IASA)

Idaho Education Association (IEA) Idaho House of Representatives

Idaho School Boards Association (ISBA)

Idaho State Board of Education

ISBA, Past President Idaho State Senate

IASA, Grangeville High School Idaho School Boards Association IEA, Pocatello School District

Idaho Leads Project

Idaho Association of Commerce & Industry Idaho Parents and Teachers Together (IPATT)

Idaho State Board of Education Idaho Business for Education

Idaho State Department of Education

Idaho Charter School Network New Plymouth School District Coeur d'Alene School District

Idaho Assoc. of School Administrators (IASA)

ISBA President

Idaho Education Association (IEA)

Idaho Assoc. of School Administrators (IASA)

Idaho House of Representatives Idaho Education Association (IEA)

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Janie Ward-Engelking Idaho House of Representatives

Rob Winslow IASA, Executive Director

Career Ladder / Tiered Licensure Committee — April – Sept. 2014

Rod Lewis, State Board of Education, Chair

Linda Clark, Superintendent, West Ada Co District. No. 2, Co-Chair

Penni Cyr, President, Idaho Education Association

Brian Smith, Teacher, Sandpoint High School, Lake Pend Oreille School Dist.

Karen Echeverria, Executive Director, Idaho School Boards Association

Wayne Freedman, Idaho School Boards Association, Council, ID

Janie Ward-Engelking, Senator, Dist. 18

Geoffrey Thomas, Superintendent, Madison School District

Rob Winslow, Exec. Dir., Idaho Association of School Administrators

Rod Gramer, President, Idaho Business for Education

John Goedde, Senator, Dist. 4

Dean Mortimer, Senator, Dist. 30

Tom Luna, Superintendent of Public Instruction

Marc Gibbs, Representative, Dist. 32

Wendy Horman, Representative, Dist. 30

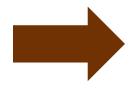
Lance Clow, Representative, Dist. 24

Christina Linder, Associate Dean, Idaho State University College of Education

Additional Committee and Subcommittee Work

Tiered Licensure Technical Advisory Committee

Network for Transforming Educator Preparation Steering Committee



Career Ladder /
Tiered Certification
Committee

Evaluation Performance Indicator Subcommittee

Task Force Rationale

- Current compensation method creates instability for districts. Desire to significantly increase state salary apportionment for highly effective teachers.
 - Problem complex pay grid difficult to anticipate and budget.
 - Districts unable to match competitive teacher salaries.
 - Lack of competitive, professional level salaries leads to loss of teachers to other states and professions.
 - For districts that pay above apportionment to be competitive, the differential from operating funds is a de-stabilizer.

Task Force Process

- The committee researched pay systems throughout the U.S.
- The committee concluded that the best system for Idaho is a simple Career Ladder that combines competitive salaries with effective teaching and provides fiscal stability.
 - Effective teaching through use of tiered licensure using evaluations and reasonable student growth measures.
 - Additional salary could be earned through leadership responsibilities – also enhanced mentoring and collaboration
 - Task Force recommendations were unanimously approved

Benefits of Career Ladder

- Statewide Career Ladder apportionment would increase fiscal stability and free up operating funds.
- Teachers would earn significantly higher salaries.
- Districts would gain access to resources to reward teachers for leadership roles.
- Districts would fund robust, effective and meaningful teacher mentoring programs.
- Teacher effectiveness would be addressed through teacher evaluations and reasonable student growth measures.
- Idaho public school salaries would be more competitive with other states and the private sector.



Career Ladder Funding for Teacher Salaries

- \$40,000 for beginning teachers (up from the current \$31,750)
- \$47,000 to \$51,000 for teachers who hold a professional certificate
- \$54,000 to \$58,000 for teachers who qualify for a master designation

(up from the current maximum of \$47,000)

How would Career Ladder Work? Current full-time teacher appropriation

Current appropriation	FTE				
\$31,750	4,827.1094				
\$32,528	609.4589				
\$33,748	436.1255				
\$35,013	694.4273				
\$36,326	901.0850				
\$37,688	1,346.4286				
\$39,102	211.3493				
\$40,568	1,224.5804				
\$42,089	169.9368				
\$43,668	3,768.3175				
\$45,305	56.8987				
\$47,004	1,468.0309				

Career Ladder Year 0

Salary Reimburseme	nt Table									
	1	2	3	4	5	6	7	8	9	10
Res/Prof(<3 yrs) Teache	\$31,000	\$31,750	\$32,528							
Professional Teacher	\$33,748	\$35,013	\$36,326	\$37,688	\$39,102	\$40,568	\$42,089	\$43,668	\$45,305	\$47,004
Master Teacher	\$48,000	\$49,000	\$50,000	\$51,000	\$52,000					
FTE Table										
	1	2	3	4	5	6	7	8	9	10
Res/Prof(<3 yrs) Teache	0.00	4928.08	621.75							
Professional Teacher	44 5.13	708.53	919.87	1374.19	215.42	1250.65	173.56	3846.90	58.19	1498.74
Master Teacher	0	0	0	0	0					
Salary Reimburseme	nt Table									
	1	2	3	4	5	6	7	8	9	10
Res/Prof(<3 yrs) Teache	\$0	\$156,466,457	\$20,224,364							
Professional Teacher	\$15,022,242	\$24,807,844	\$33,415,086	\$51,790,293	\$8,423,288	\$50,736,430	\$7,304,958	\$167,986,513	\$2,636,460	\$70,446,771
Master Teacher										
subtotals	\$15,022,242	\$181,274,300	\$53,639,450	\$51,790,293	\$8,423,288	\$50,736,430	\$7,304,958	\$167,986,513	\$2,636,460	\$70,446,771
							Care	er Ladder Cost:	\$609,260,707	
								FTE	16041.01	

Career Ladder Year 5 Impact

Salary Reimbursem	ent Table									
	1	2	3	4	5	6	7	8	9	10
Residency Teacher	\$40,000	\$41,000	\$42,000							
Professional Teacher	\$47,000	\$48,000	\$49,000	\$50,000	\$51,000					
Master Teacher	\$54,000	\$55,000	\$56,000	\$57,000	\$58,000					
FTE Table										
	1	2	3	4	5	6	7	8	9	10
Residency Teacher	770.50	762.85	648.44							
Professional Teacher	558.33	4,715.19	855.06	1,134.78	5,447.69					
Master Teacher	346.45	1,122.54								
Salary Reimbursem	ent Table									
	1	2	3	4	5	6	7	8	9	10
Residency Teacher	\$30,820,147	\$31,276,979	\$27,234,575							
Professional Teacher	\$26,241,427	\$226,329,259	\$41,897,823	\$56,738,903	\$277,832,122					
Master Teacher	\$18,708,063	\$61,739,660								
subtotals	\$75,769,638	\$319,345,899	\$69,132,398	\$56,738,903	\$277,832,122	\$0	\$0	\$0	\$0	\$0
							Career Ladder Cost		\$798,818,959	
								FTE	16361.83	
					-	Total System Cost	Increase over P	revious Year:	\$31,547,146	

Implementation examples

Teacher A currently among the 4,928 teachers at salary apportionment of \$31,750

•Year 1 \$33,600

Year 2 \$36,317

Year 3 \$41,699

Year 4 \$45,403

Year 5 \$48,000

Teacher B currently among the 1,374 teachers at salary apportionment of \$37,688

•Year 1 \$39,950

Year 2 \$43, 061

Year 3 \$46,277

Year 4 \$48,418

Year 5 \$51,000

Teacher C currently among the 1,498 teachers at salary apportionment of \$47,004

•Year 1 \$47,803

Year 2 \$48,602

Year 3 \$49,402 Move to Master level

Year 4 \$50,201 \$52,800

Year 5 \$51,000 \$55,000



Why Tiered Certification?

- Elevate the teaching profession
- Secure additional funding necessary for legislative support

Recruit and retain great teachers



- Idaho's Educator Evaluation system has seen dramatic changes and improvements since 2008
 - Teacher Performance Evaluation Task Force (2008-2009)
- The adoption of a Statewide Framework for Teacher Performance Evaluations based on the Danielson Framework for Teaching (2009)
 - Research-based set of components of instruction
 - Foundation for mentoring, coaching, professional development, and teacher evaluation processes



- Statewide standards achievement test (e.g. Smarter Balanced Assessment)
- Student Learning Objectives (A measurable, long-term academic growth target that a teacher sets at the beginning of year for all students or for subgroups of students. SLOs demonstrate a teacher's impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course.)
- Formative assessments
- Teacher-constructed assessments of student growth
- Pre- and Post- Tests
- Performance-based assessments
- Idaho Reading Indicator
- PSAT/SAT
- District-adopted assessment
- End of Course exams
- ACT
- Advanced Placement Exams
- International Baccalaureate
- ISAT Science
- Professional-Technical Exams

Tiered Certification in the U.S.

21 states use a two-tiered system: initial licensing and professional licensing

17 states have three or more certification tiers

10 states use a single tiered certification system

13 states use performance evaluations as part of certification (CT, DE, GA, HI, IA, LA, ME, MD, NM, NC, OH, RI, WI)

10 states require a professional learning plan for certification (CT, HI, IN, KA, ME, MD, NM, OH, WA, WI)



Proposed Levels of Certification

- Residency
- Professional License
 - Levels

Standard

Master

Contingent

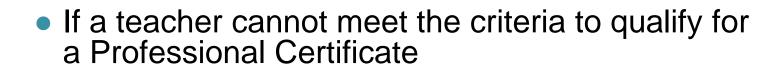


Residency

- New teachers (no experience)
 3 year non-renewable
- Support/Professional Development:
 - Year 1 intensive mentoring
 - Year 2 mentoring (at a lesser level)
 - Year 3 independent practice



- For 2 of 3 years, including the final year prior to applying:
 - Demonstrated teaching proficiency on the Idaho state performance evaluation framework:
 - Increased Student Achievement/Growth
- Annual Individualized Professional Learning Plan (framework developed at district level based on identified areas of growth from the annual evaluation)



- Return to a higher education institution for instruction in the area of non-proficiency.
- A teacher may "bank" one year of combined proficiency and student achievement, and may apply for a Professional Certification once he/she meets the requirements.



- 5 year renewable
 - Meet current credit requirement (IDAPA 08.02.02.)
 - For purposes of maintaining Standard level: for 3 of 5 years, one of which must be the 4th or 5th year:
 - Demonstrated teaching proficiency on the Idaho state performance evaluation
 - Increased Student Achievement/Growth
 - Annual Individualized Professional Learning Plan (framework developed at district level based on identified areas of growth from the annual evaluation)

Master Level Professional Certificate

- 5 year renewable
 - Meet current credit requirements
 - A minimum of 8 years teaching experience
 - For 3 of 5 years, one of which must be the 4th or 5th year:
 - Demonstrated Teacher Proficiency on the Idaho state performance evaluation framework:
 - Student achievement/growth
 - ➤ 60 percent of students must meet or exceed growth targets
 - No District Performance Improvement Plan or Probation
 - No elements marked as Unsatisfactory on state performance evaluation
 - Individualized Professional Learning Plan

Contingent Designation

- If a teacher does not meet these criteria, he/she receives a contingent designation with Professional Certificate.
 - Teacher will be placed on an improvement plan. The improvement plan will include peer assistance and, if appropriate, intervention courses from higher education institutions.
 - Contingent status on a Professional Certificate will be removed once requirements are satisfied.
- If a teacher receives a contingent designation he/she does not forfeit his/her Professional Certificate.
 - The Professional Certificate can be maintained either through meeting the minimum credit requirements or through request for Inactive Status



Evaluations

- Based on current state performance evaluation framework
 - Administrators are required to be trained and certified
 - Must include observations completed by two observers who have proof of proficiency in evaluating teacher performance
 - Second observation may be conducted through video



Exceptional Child Certification Teacher/Librarian Endorsement Gifted and Talented Endorsement

- Teachers with above certifications and endorsements participate in the tiered licensure model
- Student Achievement based on list of measures decided at district level



Certification Appeal Process

- Appeals regarding certification will be conducted by the Professional Standards Commission
- Appeals are made at the time of renewal or new certification
- Appeals apply to certification /recertification



- Less than 3 years of experience:
 - 3 Year Interim Residency Certificate (nonrenewable)
- 3 or more years of experience:
 - 3 Year Interim Professional Certificate (non-renewable)
- 8 or more years of experience
 - To receive a 3 Year Interim Master
 Professional Certificate (non-renewable)
 - Must show proof of meeting Master Professional Certificate proficiency and student growth requirements through comparable out-of-state evidence, or
 - Must hold a Master (tier 3 or equivalent) certificate in current certifying state



- Teachers may be granted a district approved leave of absence and receive an extension to their renewal time frame
- Inactive Status applies to certificate holders who are no longer in the classroom
 - During inactive status, the teacher must only maintain credit renewal requirement
 - Must complete required courses prior to returning to active status
 - Upon return to active status, the teacher is placed at year 1 of Standard Professional Certificate.
- Must apply for inactive certificate status prior to or at the time of current certificate renewal.



- Includes Nurses, Audiologists, Psychologist's Counselors, etc. (IDAPA 08.02.02.027)
- Separate from teachers for purposes of evaluation and funding
- Reclassify as "School Support Specialists"
- School Support Specialists could also include IT, purchasing agents, fiscal agents, other specialty and classified administrative personnel



- All currently certificated teachers receive a Professional Certificate at implementation
- Your Professional Certificate is ongoing and cannot be revoked except under current Professional Standards Commission process
- Local Evaluations have been required by state law since 2010 and occur on a regular basis
- The two observations required as part of the annual evaluation should be conducted by two different administrators.
- No teachers will take a pay cut. The district will receive a larger appropriation for every teacher including those at the highest levels on the current salary grid



Deadline October 22, 2014

Written comment taken via

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Consideration of Public Comment at November Board meeting (Date TBA)